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STANDARDIZED TRAINING PROGRAM ON ATHLETES WELL-BEING AND PERFORMANCE IN POTENTIAL ATHLETES IDENTIFICATION

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ABSTRACT

The study conducted at Calumpang National High School set out to explore the relationship between standardized training programs and athletes' well-being, with a particular focus on Grade 7 students. This investigation utilized descriptive statistics to analyze aspects such as Physical Literacy, Physical Fitness Testing (PFT), Health and Wellness, and their impact on students' overall well-being, which encompasses areas like Social Connection, Lifestyle Habits, Time Management, Energy Level, as well as Resilience and Coping Skills. The research identified that while the training programs have been effective in fostering physical literacy, fitness, and wellness, the relationship between these programs and practical athletic performance remains inconclusive, suggesting a potential need for program refinement.

Findings from the study reveal that while the training program succeeds in promoting physical health, it also significantly benefits athletes' social connections and overall life skills, indicating the multifaceted value of such initiatives. Despite high levels of social connection and good lifestyle habits among the athletes, areas such as conflict management and health habit communication were identified as potential avenues for improvement. Additionally, although the program fosters resilience and positive coping strategies, aligning the program more closely with practical performance outcomes could bolster its effectiveness.

Regarding athletic performance, particularly in practical tasks, the analysis pointed to a predominant Intermediate skill level amongst the athletes. This outcome underscores the necessity for targeted training aimed at elevating the athletes' performance levels. However, the research did not uncover a significant correlation between the standardized training programs in their current state and enhancements in practical task performance, suggesting that these programs might benefit from adjustments to better support skill advancement.

Despite the absence of a significant link between the training programs and practical performance improvements, the study did find a positive correlation between the programs and aspects of the athletes' well-being. This suggests that while adjustments may be needed to foster skill development more effectively, the benefits to athletes' well-being are tangible, paving the way for a more comprehensive approach to training that addresses both physical and psychological aspects of athlete development.

Based on these findings, several recommendations were proposed to enhance the impact of standardized training programs. These include the introduction of performance-focused training modules, continuous emphasis on well-being dimensions with high satisfaction ratings, and the integration of specific educational components to bolster athletes' well-being and performance under stress. Further, establishing regular feedback and review mechanisms was suggested to ensure continual program improvement and alignment with athlete needs, building a stronger foundation for both immediate and long-term athlete development.

KEYWORDS: *standardized training; programs; athletes' well-being*

1. INTRODUCTION

Sports talent identification was once thought to be a complex process that was essential to developing young athletes' potential and influencing the direction of competitive sports. Identifying and cultivating athletic abilities early on could not only benefit individual athletes but also contribute to the overall advancement of sports on a broader scale. In the context of educational institutions, where diverse talents converged, two primary approaches stood out in identifying potential athletes.

This research sought to enhance understanding of sports talent identification by comparing the efficacy of a standardized training program on athletes' well-being and performance in potential athletes' identification. It aimed to elucidate the advantages and disadvantages of this method, their influence on athlete development, and their broader implications for cultivating a vibrant sports culture in educational communities. Through detailed data collection and analysis, the study intended to uncover the complementary strengths of both approaches, advocating for their integrated application to achieve a comprehensive and effective talent identification strategy. The goal was to equip educators, coaches, and policymakers with insights that enabled the creation of more customized and impactful talent identification programs, ultimately fostering the discovery and development of hidden athletic talent and positively affecting the sports community.

The researcher wanted to determine valuable insights for educators, coaches, and policymakers, guiding them in designing more effective and tailored talent identification programs. Ultimately, this research endeavored to facilitate the discovery and nurturing of latent athletic potential, creating a positive and transformative impact on the lives of young athletes and the sports community through a standardized

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training program on athletes' well-being and performance in potential athletes' identification.

1.1 Statement of the Problem

Specifically, the study sought to answer the following questions:

1. What is the status of utilization of the standardized training program

in terms of;

1.1 Physical Literacy;
1.2 Physical Fitness Test (PFT); and
1.3 Health and Wellness?

2. What is the level of Athletes well-being and potential of the Grade 9 students of Calumpang National High School in terms of:

1.4 Social Connection;
1.5 Lifestyle habits;
1.6 Time management;
1.7 , Resilience and coping skills, and
1.8 Energy level

3. What is the level of athlete performance in terms of Practical tasks?
4. Does a standardized training program have a significant relationship to the athlete's well-being?
5. Does the standardized training program have a significant relationship to the athletes' performance?

2. METHODOLOGY

The research employs a descriptive research design, following Colorafi and Evans (2016), emphasizing the description and interpretation of existing phenomena. The objective is to delve into the current state of relationships, individual opinions, ongoing processes, observable effects, and emerging trends. While the focus is predominantly on the present, the study also acknowledges the relevance of past events and influences associated with the conditions under scrutiny. Data for the research is primarily sourced from respondent profiles and perceptions. To ensure the study's reliability, a normative survey questionnaire was employed to collect crucial information from participants systematically.

The researchers utilized the descriptive method to gather data on the relationship between standardized training programs of the athlete's well-being to the potential identification of the athletes at Calumpang National High School, Nagcarlan sub-office Division of Laguna academic year 2023-2024.

3. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data gathered to answer the sub-problem relative to the main problem of this study. This part discusses the findings of the study based on the research questions.

Level of Standardized Training Program

This method of training adheres to a predetermined framework and curriculum and is methodically constructed and consistent. This study sought to evaluate the efficacy and comprehensiveness of the standardized training program. It specifically aimed to assess the program's level in cultivating Physical Literacy, enhancing students' performance in the Physical Fitness Test (PFT), and promoting Health and Wellness. Through this investigation, we endeavored to understand the influence of structured training on young learners and the implications for their overall physical education and health.

The level of the standardized training program was revealed in the following table, showing the statement, mean, standard deviation and verbal interpretation.

Level of the Standardized Training Program in terms of Physical Literacy

Based on the supplied data evaluating the level of the standardized training program in terms of Physical Literacy, the analysis focuses on their reported experiences across various dimensions such as motivation, adaptability, self-assessment, physical literacy, and attitudes towards lifelong physical activity.

The highest mean score, 3.25 and standard Deviation 0.72, indicates that students are most motivated to participate in physical activities or sports, indicating that the program effectively fosters enthusiasm toward engaging in such activities. This aspect of the training program appears to be its strongest feature, signaling a successful encouragement of active participation among students.

Table 1 Level of the Standardized Training Program in terms of Physical Literacy

STATEMENT *The students are:*	***MEAN***	***SD***	***REMARKS***
Motivated to participate in physical activities or sports.	3.25	0.72	*Often*
Comfortable with adapting to new or unfamiliar physical activities	2.83	0.75	*Often*
Able to assess and adjust your physical abilities and limitations effectively	3.12	0.79	*Often*
Feel physically literate and capable in various movement contexts	3.09	0.76	*Often*
Influenced toward lifelong physical activity.	3.12	0.73	*Often*
Weighted Mean		*3.08*	
SD		*0.76*	
Verbal Interpretation		***High***	

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Conversely, with a mean score, (M=2.83, SD=0.75) relates to students' comfort with adapting to new or unfamiliar physical activities. While still often comfortable, it's a relative area of weakness in the program, indicating potential room for improvement in preparing students to approach and engage with unfamiliar physical challenges confidently.

The overall weighted mean of 3.08 and standard Deviation 0.76, falls within the 'High' category of verbal interpretation. This indicates that, on average, the standardized training program significantly contributes to students' development in physical literacy. The consistent 'Often' remarks across different statements reinforce that students generally perceive positive impacts of the program on their physical readiness and attitudes.

The results imply that the standardized training program successfully cultivates an encouraging environment for student engagement in physical activities, with a notable emphasis on motivating participation. However, the comparatively lower score in adaptability to new activities indicates an area for improvement. Enhancing this aspect could lead to more well-rounded physical literacy, wherein students not only feel motivated but also confidently versatile in facing new physical challenges. This slight adjustment could significantly bolster the program's effectiveness, making it more comprehensive in developing physically literate individuals who are prepared for lifelong physical activity and health. The high overall mean score supports the effectiveness of the program but highlights the importance of continually assessing and evolving the curriculum to address all facets of physical education holistically.

Level of the Standardized Training Program in terms of Physical Fitness Test (PFT)

The result of the level of the standardized training program in the context of the Physical Fitness Test (PFT). The PFT, a tool used to measure students' physical strengths and abilities, serves as a benchmark for determining the program's effectiveness in enhancing their physical fitness. By closely examining the results of the PFT, we gain valuable insights into how well the students are responding to the training and which areas may require additional focus to ensure a well-rounded development in their physical fitness.

Based on the data presented in Table 2 regarding the effectiveness of the standardized training program as assessed through the Physical Fitness Test (PFT), the interpretation highlights the students' perceived experiences with the program and its influence on their fitness.

The highest mean level, represented by a score of 3.18, signifies that engaging with fitness assessments has positively influenced the students' overall motivation for exercise. This states that the program is particularly successful in enhancing students' enthusiasm and commitment to maintaining and improving their physical health.

Table 2 Level of the Standardized Training Program in terms of Physical Fitness Test

STATEMENT	***MEAN***	***SD***	***REMARKS***
The students were able to:			
Have an expectation regarding improvements in physical fitness when you start the program.	3.02	0.80	*Often*
Ready with the challenges or difficulties you have encountered during fitness assessments	2.97	0.72	*Often*
Able to notice any changes in your body composition since starting the program.	2.93	0.74	*Often*
Envision maintaining and further improving your fitness beyond the program	2.92	0.70	*Often*
Engage with fitness assessments influenced your overall motivation for exercise	3.18	0.71	*Often*
Weighted Mean		*3.00*	
SD		*0.74*	
Verbal Interpretation		***High***	

With a mean score of (M=2.92, SD=0.70) is associated with the student's vision of maintaining and improving their fitness beyond the scope of the program, although still 'Often' is indicative of a minor area for potential enhancement. This could mean that while the program instills a degree of long-term fitness goals, it may be beneficial to implement strategies that strengthen students' intentions to continue fitness practices independently.

The overall weighted mean of 3.00 and standard Deviation 0.74, with a verbal interpretation of 'High', reflects that students generally perceive the training program to have a favorable influence on their physical fitness. It indicates that on average, students sense noticeable benefits from their participation in the program, supporting its general effectiveness.

The implications of these results are twofold. First, the program's strong influence on students' motivation to engage in exercise is encouraging as it indicates that the training is succeeding in creating a positive attitude towards physical fitness. Second, the slightly lower scores in areas concerning the perception of body composition change and the carryover of fitness habits post-program imply that there could be room for improvement. It may be beneficial to incorporate more explicit education on recognizing physical changes and setting personal, long-term fitness goals to foster an enduring

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commitment to physical well-being. Overall, the data reflects that while the standardized training program is effective in promoting physical fitness among students, continual refinement and focus on sustaining long-term fitness habits could further bolster the program's impact.

Level of the Standardized Training Program in terms of Health and Wellness

The standardized training program extends beyond physical education and seeks to promote Health and Wellness. This aspect of the program is crucial as it encompasses not just physical health but also mental and emotional well-being. The current analysis is designed to measure the program's effectiveness in instilling a comprehensive understanding and practice of Health and Wellness principles. Through this evaluation, we aim to determine how the program supports students in developing healthy habits, making informed choices, and understanding the importance of maintaining overall well-being.

The focus of the results in evaluating the effectiveness of the standardized training program in terms of Health and Wellness. This critical assessment seeks to understand how well the program equips students with knowledge, practices, and attitudes that contribute to their overall well-being. By examining students' responses to the program, we aim to gain insights into its impact on various aspects of health and wellness, including well-being, nutrition guidance, the importance of health goals, incorporation of healthy practices, and sustainability of health enhancements beyond the program.

The highest observed mean score is 3.28, which relates to the student's ability to give importance to health and wellness goals and their perception of the program's support in these areas. This is a positive indication that the program is effective in raising students' awareness and commitment toward their health and wellness objectives.

The mean score 3.00 and a standard deviation 0.78, is associated with the perception of the program providing adequate guidance on nutrition. Although this score still falls within the 'High' category, it highlights nutrition guidance as a potential area for improvement compared to other elements of the training program.

Table 3 Level of the Standardized Training Program in terms of Health and Wellness

STATEMENT *The students…*	***MEAN***	***SD***	***REMARKS***
Describe your overall sense of well-being since starting the training program.	3.02	0.65	*Often*
Feel that the program has provided adequate guidance on nutrition for overall health.	3.00	0.78	*Often*
Give importance to the health and wellness goals, and do you feel the program has supported these goals	3.28	0.73	*Always*
Practices have sets of instructions that are incorporated into your routine since joining the training program.	3.09	0.67	*Often*
Maintain and enhance your health beyond the duration of the program.	3.12	0.73	*Often*
Weighted Mean		3.10	
SD		0.72	
Verbal Interpretation		***High***	

With an overall weighted mean of 3.10 and a standard deviation of 0.72, the program receives a 'High' verbal interpretation concerning its effectiveness in promoting health and wellness among students. This demonstrates that, on average, students positively recognize the program's role in enhancing their understanding and practices related to health and wellness.

The analysis indicates that the standardized training program is largely successful in fostering a positive attitude and practices toward health and wellness. The highest scores reflect a robust foundation in emphasizing the importance of health goals and supporting students in these endeavors. However, the relatively lower scores for nutrition guidance indicate a need for the program to enrich its content or methodologies in this area. Strengthening the nutrition component could enhance the comprehensiveness of the health and wellness education provided, ensuring that students are well-equipped with knowledge and habits for lasting health. Overall, the findings support the continued development and refinement of the program to ensure it fully meets the health and wellness needs of students.

Level of Athletes Well-Being

This study sought to evaluate the efficacy and comprehensiveness of the standardized training program. It specifically aimed to assess the program's level in cultivating Athletes Well-Being in terms of Social Connection, Lifestyle Habit, Time Management, Resilience and Coping skills and Energy Level. Through this investigation, we endeavored to understand the impact of structured training on young learners and the implications for their overall physical education and health.

The level of the athletes well-being was revealed in the following table, showing the statement, mean, standard deviation and verbal interpretation.

Level of Athletes' Well-being in terms of Social Connection

The level of well-being of athletes is a multifaceted concept that

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extends beyond physical capabilities and includes social elements crucial to their overall development. In the evaluation of athletes' well-being, particularly in terms of Social Connection, we aim to understand the intricacies of how social interactions, team dynamics, and a sense of belonging influence their experiences and satisfaction within the athletic environment. This analysis will provide insight into the level of social cohesion and connectivity that athletes perceive, which is fundamental to both their personal growth and collective success in sports.

Based on the data provided in Table 4 on the Level of Athletes' Well-being in terms of Social Connection, the interpretation focuses on how social interactions within sports teams influence athletes' sense of well-being.

The evaluation aims to explore the social dimensions of athletes' experiences, particularly how their connections within sports teams contribute to their sense of well-being. Understanding these dynamics is crucial as it provides insights into the role of social support, team cohesion, and conflict management in fostering a positive sports environment.

The highest mean scores, both at 3.28 and a standard deviation 0.68, are seen in athletes' participation in team-building activities and their observation of positive changes in social connections since joining the sports program. Both aspects are marked with the remark "Always," indicating a consistently positive impact on athletes' social well-being. It highlights the effectiveness of team-building activities in strengthening social bonds and enhancing athletes' perception of their social environment.

With a mean score of 3.12 and standard deviation of 0.66, corresponds to how athletes handle conflicts or disagreements within the team. Despite being categorized as "High," it is slightly lower than other aspects, indicating room for improvement in conflict resolution skills and strategies within teams to minimize negative impacts on athletes' well-being.

Table 4 Level of Athletes' Well-being in terms of Social Connection

STATEMENT *The students…*	***MEAN***	***SD***	***REMARKS***
Feel a sense of belonging within your sports team or community.	3.25	0.65	*Often*
Participated in team-building activities, and if so, how have they impacted your social connections	3.28	0.68	*Always*
Engage in social interactions with teammates outside of training or competitions	3.19	0.71	*Often*
Observed any positive changes in your social connections since joining the sports program	3.28	0.68	*Always*
Handle conflicts or disagreements within the team and how does it impact your overall well-being.	3.12	0.66	*Often*
Weighted Mean		*3.12*	
SD		*0.75*	
Verbal Interpretation		***High***	

The overall weighted mean of 3.12 and a standard deviation of 0.75, is interpreted as "High." This indicates that, on average, athletes perceive their social connections within the sports environment positively, contributing significantly to their overall well-being.

The analysis indicates that the athletes' well-being, in terms of social connection, is generally maintained at a high level, with particular strengths in team-building activities and the positive evolution of social relationships. However, the slightly lower scores in conflict management present an opportunity for sports programs to incorporate more focused strategies and training on constructive conflict resolution and effective communication.

Enhancing these skills can further improve the social atmosphere within teams, ensuring that all members feel supported and understood, ultimately contributing to their well-being and the overall success of the sports program.

Level of Athletes' Well-being in terms of Lifestyle Habit

Within the context of sports, the health and well-being of athletes considerably rely on their lifestyle habits. From diet and sleep patterns to stress management techniques, these habits form the backbone of an athlete's performance and overall wellness. In evaluating the Level of Athletes' Well-being in terms of Lifestyle Habits, we aim to gauge the effectiveness of the training program in facilitating and promoting healthy lifestyle choices among athletes. This analysis looks into the extent to which athletes have integrated balanced and health-conscious habits into their routines, thereby contributing to improved overall well-being and athletic performance.

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Table 5 Level of Athletes' Well-being in terms of Lifestyle Habit

STATEMENT *The students…*	***MEAN***	***SD***	***REMARKS***
Are conscious of maintaining a balanced diet to support your athletic Performance.	3.22	0.73	*Often*
Prioritize getting adequate rest and recovery between training sessions and competitions	3.18	0.70	*Often*
Share specific practices or habits you've adopted to enhance your overall health and well-being	2.98	0.78	*Often*
Manage stress in your daily life, and are there specific strategies you find effective.	3.08	0.73	*Often*
Balance the demands of your athletic training with other commitments in your life.	3.18	0.72	*Often*
Weighted Mean		*3.13*	
SD		*0.73*	
Verbal Interpretation		***High***	

Based on Table 5, detailing the Level of Athletes' Well-being in terms of Lifestyle Habit, we dive into how athletes incorporate lifestyle habits that significantly impact their overall well-being and athletic performance. This analysis seeks to outline the efficacy of those habits as perceived by the athletes themselves. This evaluation underscores the critical role that lifestyle habits play in the holistic well-being of athletes. It examines the integration and impact of such habits on their ability to perform, recover, and maintain a balance between their athletic and personal life commitments.

The highest mean score (M=3.22,SD=0.73) is attributed to the athletes' consciousness in maintaining a balanced diet to support their athletic performance, falling under the "Always" category. This indicates that nutritional awareness is notably high among athletes, recognizing its paramount importance in achieving optimal performance levels.

With a mean score is (M=2.98, SD=0.78) related to the athletes' sharing of specific practices or habits adopted to enhance overall health and well-being, categorized as "High." This indicates a slightly less consistent approach to implementing and sharing effective wellness practices, possibly pointing to areas where athletes require more guidance or resources. With an overall weighted mean of 3.13 and a standard deviation of 0.73, the verbal interpretation of the data is "High." This reflects a generally positive acknowledgment by athletes of the lifestyle habits incorporated into their routines, affirming that these habits substantially contribute to their well-being.

The insights from Table 5 present a nuanced understanding of the lifestyle habits among athletes, focusing on aspects such as diet, rest, stress management, and maintaining a balance with other life commitments. Similarity can be observed in the prioritization athletes place on maintaining a balanced diet and ensuring adequate rest and recovery. This shared emphasis underscores a collective awareness of the foundational role these practices play in enhancing athletic Performance. Contrary to the relative consensus on diet and rest, the practice of sharing specific health-enhancing behaviors indicates a divergence in how athletes engage with and perceive the importance of communal knowledge exchange on well-being practices.

The analysis reveals a strong awareness and practice among athletes regarding the maintenance of a balanced diet, which is crucial for their performance. The relatively lower score in sharing specific health and well-being practices indicates an area for improvement in the community or team-based knowledge exchange on health habits. By fostering an environment where athletes feel more encouraged and supported to share and adopt new healthful practices, sports programs can enhance the overall well-being of their athletes. The findings endorse the need for targeted educational programs or workshops focusing on holistic health practices, stress management, and balancing athletic with personal commitments, ensuring athletes can sustain their health and performance in the long term.

Level of Athletes' Well-being in terms of Time Management

Time management is a crucial skill for athletes, who must juggle training, competitions, and personal responsibilities. In the analysis of the Level of Athletes' Well-being in terms of Time Management, we aim to assess how effectively athletes are able to allocate and utilize their time to maintain a harmonious balance between their sporting commitments and other areas of life. This vital facet of an athlete's routine can significantly influence their stress levels, recovery, and overall satisfaction with their athletic pursuits and lifestyle.

Analyzing the data from Table 6 regarding the Level of Athletes' Well-being in terms of Time Management provides insights into how athletes navigate the intricate balance between their academic, athletic, and personal lives. This scrutiny sheds light on the athletes' ability to manage their time effectively, which is paramount in fostering both their academic success and athletic performance while also attending to personal life obligations.

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Table 6 Level of Athletes' Well-being in terms of Time Management

STATEMENT *The students…*	*MEAN*	*SD*	*REMARKS*
Prioritize and manage your time to balance academic commitments, sports training, and personal activities	3.33	0.64	*Always*
Allocate enough time for both your athletic and academic responsibilities.	3.09	0.74	*Often*
Manage time effectively, and how do you address or overcome these challenges	2.99	0.74	*Often*
Have an approach to time management contribute to your overall mental and physical well-being as an athlete	3.02	0.74	*Often*
Notice changes in your overall energy levels since participating in the training program.	3.24	0.73	*Often*
Weighted Mean		*3.14*	
SD		*0.73*	
Verbal Interpretation		***High***	

With a mean of 3.33 and a standard deviation of 0.64, the "always" remark is associated with the athletes' ability to prioritize and manage time to balance academic commitments, sports training, and personal activities. This states that athletes excel most in the holistic integration of their various responsibilities into a cohesive schedule.

At the lower end, a mean score of 2.99 and a standard deviation 0.74, marked "High," indicates there is room for improvement in athletes' ability to manage time effectively and address or overcome related challenges. This points towards a need for enhanced time management strategies or support.

The overall weighted mean stands at 3.14 and a standard deviation of 0.73, receives a "High" verbal interpretation. This portrays that, in general, the athletes exhibit a proficient command of time management, with a positive trend towards these skills bolstering their well-being

The results paint a picture of athletes who are largely successful in managing their time, thereby positively affecting their well-being. The high level of time management for athletic and academic duties coupled with increased energy levels post-training program participation is commendable. However, the lowest scores in managing time effectively hint at potential stress points that could be alleviated with additional time management training or resources. Introducing or improving educational workshops that focus on time management skills could be beneficial. These programs may lead to enhancements in areas where athletes feel less proficient, ultimately promoting a more robust well-being framework that supports their sports and academic ventures while also catering to personal development.

Level of Athletes' Well-being in terms of Resilience and Coping Skills

Resilience and coping skills stand as two of the most integral elements contributing to an athlete's overall well-being. In this analysis, we will delve into the Level of Athletes' Well-being in terms of Resilience and Coping Skills, examining how athletes navigate setbacks, handle stress, and bounce back from adversities. This capacity to maintain psychological strength in challenging situations is vital to their mental health, performance on the field, and overall life satisfaction.

The exploration into the Level of Athletes' Well-being in terms of Resilience and Coping Skills is pivotal in understanding how athletes surmount challenges and persist through adversities. These abilities not only bear significant implications on their sports performance but also on their overall psychological health and life satisfaction.

The highest mean score, at 3.30 and a standard deviation 0.69 with an "Always" remark, was attributed to the athletes' ability to seek support or guidance from teammates, coaches, or other sources when facing adversity. This indicates that the strongest aspect of athletes' resilience and coping mechanism lies in their proactive approach to seeking external support, highlighting the role of a supportive environment in enhancing athlete well-being. With a mean of 3.04 and a standard deviation 0.70 marked as "High," associated with providing examples of specific coping strategies employed during high-stress situations. This indicates that while athletes generally manage stress well, there is variability and perhaps a need for more structured approaches or education around specific coping strategies.

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Table 7 Level of Athletes' Well-being in terms of Resilience and Coping Skills

STATEMENT *The students…*	***MEAN***	***SD***	***REMARKS***
Cope with challenges or setbacks, both within your sport and in other areas of life.	3.19	0.63	*Often*
Feel the training program has helped enhance your resilience and coping skills.	3.13	0.73	*Often*
Provide examples of specific coping strategies you employ during high-stress situations.	3.04	0.70	*Often*
Seek support or guidance from teammates, coaches, or other sources when facing adversity in your sports journey.	3.30	0.69	*Always*
Shared a difficult situation you've faced in sports and the strategies you used to overcome it and learn from it.	3.21	0.72	*Often*
Weighted Mean		*3.18*	
SD		*0.70*	
Verbal Interpretation		***High***	

With an overall weighted mean of 3.18 and a standard deviation of 0.70, the data falls under a "High" verbal interpretation. This underscores a generally high level of resilience and coping skills among the athletes, indicating a robust foundation to face and overcome challenges.

The results signify that overall, athletes demonstrate commendable resilience and adeptness at coping with stress and adversities, both in their sports careers and life in general. The highest scores affirm the critical role of social support networks, including teammates and coaches, in fostering resilience. Conversely, the area identified with the lowest mean indicates a potential gap in either the athletes' repertoire of specific coping strategies or their ability to articulate these strategies.

This insight can inform targeted interventions or enhancements in sports psychology and training programs, emphasizing the development and clear communication of coping strategies. Enhancing these areas may not only improve athletes' performance but also contribute positively to their psychological well-being and sense of fulfillment.

In summary, Table 7 analysis reveals a generally high level of resilience and adaptability among athletes, with subtle differences in individual coping strategies. Despite these differences, the overall tendency towards positive, task-oriented coping mechanisms indicates a promising foundation for further developing resilient qualities in sports settings.

Table 8 Level of Athletes' Well-being in terms of Energy Level

STATEMENT *The students…*	***MEAN***	***SD***	***REMARKS***
Feel that there are changes since the beginning of using the standardized program to improve the athlete's energy level	3.02	0.65	*Often*
Notice that the energy level on days improves the athlete's participation in training.	3.04	0.74	*Often*
The overall stamina and endurance increase using the standardized program.	3.12	0.72	*Often*
Find themselves motivated to engage in physical activities outside of the structured training sessions.	3.07	0.67	*Often*
Able to concentrate and stay focused from the beginning up to the end of the training program.	3.20	0.70	*Often*
Weighted Mean		*3.09*	
SD		*0.70*	
Verbal Interpretation		***High***	

The analysis of the Level of Athletes' Well-being with a focus on their energy levels is a critical component of athletic performance, and overall well-being is a reflection of the athlete's physical and mental state. It encompasses their vitality, endurance, and overall capacity to engage in training, competitions, and daily activities. This exploration seeks to uncover how athletes maintain their energy levels amidst rigorous training schedules and the demands of their sport, offering insights into their well-being and ability to perform optimally.

The analysis ventures into assessing the Level of Athletes' Well-being, specifically focusing on their energy levels. This exploration is centered around evaluating how athletes maintain their vitality, endurance, and engagement amidst the rigorous demands of their training and overall sport-related activities.

The highest mean score presented within the study was 3.20,

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with observations stating athletes were "able to concentrate and stay focused from the beginning up to the end of the training program". This aspect scored under the "High" category, indicating that athletes' ability to maintain focus and concentration during training is a critical indicator of their well-being and an indirect measure of their energy levels.

With a mean of 3.02 and a standard deviation of 0.65 associated with the athletes' perception of "feeling that there are changes since the beginning of using the standardized program to improve the athlete's energy level". Despite being classified under "Always", this indicates that among the facets surveyed, the perceived improvement in energy levels since the inception of the program was the least pronounced.

With an overall weighted mean of 3.09 and a standard deviation of 0.70, the consolidated data achieves a "High" verbal interpretation. This overall assessment demonstrates that, on average, the athletes perceive a high level of energy, indicating positive outcomes from their participation in the standardized training program.

The outcomes of the data analysis underline a generally high level of energy among athletes, which is fundamental to their performance and well-being. Athletes report the highest scores in concentration, and focus indicates that the standardized program not only aids physical endurance but also mental stamina. However, the lowest scores indicating perceived changes in energy levels since beginning the program could highlight areas for refinements in program communication or implementation, ensuring athletes can more distinctly recognize the benefits over time.

In conclusion, the insights from Table 8 reflect a generally positive impact of the standardized program on the athletes' energy levels, highlighting both its effectiveness and the need to address individual variations in response.

Level of Athletes' Performance in terms of Practical Task

Table 9 provides a detailed look at athletes' performance levels across various practical tasks, focusing on serving, passing, and tossing skills. For serving, the data show a moderate level of agreement among athletes about their ability to perform a variety of serves with the highest mean score being 3.07 and a standard deviation of 1.24. However, when it comes to the accuracy of their serves, athletes report the mean of 2.81, coupled with the standard deviation of 1.40, indicating significant variability in perceived serving accuracy. In contrast, passing skills are rated slightly higher, with technique receiving the highest mean score of 3.12 and a standard deviation of 1.36, indicating a high level of confidence among athletes in their passing abilities. Consistency in passing, although slightly lower at a mean of 2.96, still suggests a reliable level of performance. For tossing, consistency is rated highly with a mean of 3.09, while the accuracy of tossing is slightly lower at 2.96, both indicating relatively stable perceptions among athletes about their tossing skills.

Table 9 Level of Athletes' Performance in terms of Practical Task

SERVING	***MEAN***	***SD***	***REMARKS***
Accuracy	*2.81*	*1.40*	*Intermediate*
Variety of serving	*3.07*	*1.24*	*Intermediate*
Consistency	*2.95*	*1.29*	*Intermediate*
Weighted Mean		*2.95*	
SD		*1.31*	
Verbal Interpretation		**High**	

PASSING	**MEAN**	**SD**	**REMARKS**
Accuracy	*3.03*	*1.34*	*Intermediate*
Technique	*3.12*	*1.36*	*Intermediate*
Consistency	*2.96*	*1.36*	*Intermediate*
Weighted Mean		*3.04*	
SD		*1.36*	
Verbal Interpretation		**High**	

TOSSING	**MEAN**	**SD**	**REMARKS**
Accuracy	*2.96*	*1.34*	*Intermediate*
Height	*3.05*	*1.27*	*Intermediate*
Consistency	*3.09*	*1.31*	*Intermediate*
Weighted Mean		*3.04*	
SD		*1.31*	
Verbal Interpretation		***High***	

The overall analysis, with a weighted mean consistently above 2.95 and standard deviations ranging from 1.27 to 1.40 across all categories, interprets to a high level of skill performance. Yet, the considerable variability reflected by the standard deviations points to differing confidence levels and capabilities among individual athletes. The largest standard deviation in serving accuracy highlights a particular area for improvement through focused training. Meanwhile, the more uniform standard deviations and higher means in passing and tossing suggest these are areas of greater confidence and consistency for the athletes.

These insights underline the necessity for personalized coaching strategies that cater to individual needs, emphasizing

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the development of less consistent areas to boost overall performance and confidence. The evaluations serve as a vital tool in recognizing athletes' self-perceived strengths and weaknesses, guiding tailored training programs that not only reinforce strengths but also address and enhance weaker aspects, with the goal of elevating athletes' performance even further.

The implications of these results suggest that while there is a small cohort of athletes demonstrating an "Expert" level of skills, the overall performance leans towards the middle of the spectrum. Given that the bulk of athletes are at an "Intermediate" level, coaches and trainers can infer that there might be a pervasive need for enhanced training programs to elevate the athletes' proficiency in their practical tasks. Moreover, the presence of a substantial "Beginner" group highlights the necessity for foundational skill development.

To aid in accelerating skill acquisition and performance, focused efforts may be required. These may encompass differentiated coaching methodologies, increased practice time for skill development, or targeted drills that hone the specific competencies reflected in the rubric. The aim of such interventions would be geared towards shifting the distribution towards more advanced levels, ultimately improving the overall performance metrics within the evaluated group.

Significant Relationship Between the Standardized Training Program and Student's Well-Being

The interplay between standardized training programs and student well-being stands as a focal point of contemporary educational and psychological research. This investigation aims to explore the significant relationships that might exist between rigorously designed, standardized training programs and the multifaceted dimensions of student well-being, including mental, physical, and emotional health. By employing quantitative and qualitative methodologies to scrutinize these potential correlations, the study endeavors to shed light on how structured training regimens, often applied in both academic and athletic contexts, impact the holistic well-being of students. This inquiry is grounded in the hypothesis that standardized training, with its inherent emphasis on discipline, regularity, and consistency, could play a pivotal role in enhancing or detracting from students' overall well-being, thereby influencing their academic performance, emotional stability, and physical health in significant ways.

Table 10 Significant Relationship Between the Standardized Training Program and Athlete's Well-Being

Standardized Training Program		Athlete's Well-Being				
		Social Connection	Lifestyle Habit	Time Management	Resilience and Coping Skills	Energy Level
Physical Literacy	Pearson Correlation	0.086**	0.304**	0.087**	0.137**	0.024**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.047
	N	161	161	161	161	161
Physical Fitness Test	Pearson Correlation	0.282**	0.276**	0.211**	0.213**	0.003**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	161	161	161	161	161
Health and Wellness	Pearson Correlation	0.299**	0.226**	0.301**	0.153**	0.008**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000
	N	161	161	161	161	161

Note: **p<.05

This analysis focuses on identifying significant relationships between standardized training programs and various dimensions of student well-being, namely Social Connection, Lifestyle Habits, Time Management, Resilience and Coping Skills, and Energy Level. The purpose is to explore how structured training regimens in Physical Literacy, Physical Fitness Testing (PFT), and Health and Wellness correlate with these well-being metrics.

Among all measured aspects of well-being, the highest mean level of correlation is observed in the association between Physical Literacy training and Lifestyle Habits, with a Pearson correlation coefficient of 0.304, interpreted as a low-level correlation but statistically significant (P = 0.000).

The lowest mean level of correlation surfaces in the relationship between Physical Fitness Testing (PFT) and Energy Level, yielding a Pearson correlation coefficient of 0.003, which falls within the negligible category of correlation (P = 0.000).

Across all categories, even though some correlations are deemed negligible, notably with Energy Levels in some instances, all P-values signify statistical significance (P < 0.05). This indicates that, despite some low to negligible correlation coefficients, there is a statistically significant relationship between standardized training programs and all assessed factors of student well-being. Particularly, aspects such as Social Connection, Lifestyle Habits, and Time Management consistently show low yet significant correlations across all three standardized training programs.

The results highlight the nuanced impact standardized training programs have on student well-being. While the levels of influence vary—with Lifestyle Habits generally showing the strongest correlational relationship—it is evident that engagement in structured training in Physical Literacy, PFT,

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and Health and Wellness consistently correlates with positive dimensions of well-being. This indicates that even modestly increasing participation in such standardized programs could foster improvements in specific well-being facets.

Given these correlations, educational and athletic programs might consider the integration or enhancement of standardized training components not just for physical development but also for the ancillary benefits of student well-being. Furthermore, the significance of these relationships, despite some being low, underscores the importance of a holistic approach in educational and athletic planning, where fostering well-being is considered alongside physical and athletic skill development.

Significant Relationship Between the Standardized Training and Athletes' Performance

In the quest to delineate the relationship between standardized training programs on athletes' performance metrics, this analysis investigates the presence and magnitude of significant relationships between regimented training methodologies and tangible performance outcomes in athletes. By scrutinizing the correlation between adherence to a uniform training regimen and the consequent performance levels across various practical tasks, such as serving, passing, and tossing, the study aims to uncover insights into how structured training interventions influence the skill development and execution prowess of athletes. This investigation is anchored on the premise that standardized training, characterized by systematic, replicable, and empirically grounded techniques, plays a pivotal role in enhancing the athletic performance, thereby serving as a foundational element in the pursuit of sporting excellence.

This analysis seeks to unearth significant relationships between standardized training in Physical Literacy, Physical Fitness Testing (PFT), Health and Wellness, and students' practical task performance in athletics

Table 11 Significant Relationship Between the Standardized Training and Athletes' Performance

Standardized Training Program		Practical Task
Physical Literacy	Pearson Correlation	0.004
	Sig. (2-tailed)	0.421
	N	161
Physical Fitness Test (PFT)	Pearson Correlation	0.000
	Sig. (2-tailed)	0.941
	N	161
Health and Wellness	Pearson Correlation	0.00
	Sig. (2-tailed)	0.999
	N	161

Note: **p<.05

The provided data on table 11 explores the relationship between a standardized training program and three different dimensions of athletes' performance: practical tasks, physical fitness tests (PFT), and health and wellness. Each of these dimensions has been analyzed using the Pearson Correlation Coefficient—an indicator of the strength and direction of a linear relationship between two variables—and a significance value determined by a two-tailed significance test, along with the sample size (N) for the tested group.

The Pearson Correlation between the standardized training and athletes' performance on practical tasks is 0.004, and the significance (two-tailed) is 0.421. This very low correlation coefficient near zero suggests there is virtually no linear relationship between the standardized training programs and the athletes' practical task performance within the sample of 161 athletes. Moreover, the high significance value ($p > 0.05$) means the correlation observed is not statistically significant, indicating that any relationship between the training program and practical task performance due to chance is quite likely.

Similarly, the correlation regarding physical fitness tests (PFT) is 0.000 with a corresponding significance level of 0.941. This indicates no correlation between the standardized training program and the performance on PFTs. The extremely high p-value reaffirms that any correlation is likely due to random variation and not statistically significant within this sample.

In respect to health and wellness, the Pearson Correlation is also 0.00, and the significance level registers at 0.999. This indicates an absence of a relationship between the standardized training and the athletes' health and wellness outcomes, with the maximum p-value suggesting that the observed result is entirely within the range of chance, providing strong evidence against any meaningful correlation.

Considering all three dimensions in aggregate, the standardized training program does not demonstrate a significant correlation with improvements in athletes' performance related to practical tasks, physical fitness test scores, or health and wellness metrics within this particular group. The correlation coefficients are negligible, and the significance levels are well above the conventional threshold of 0.05 for statistical significance. This suggests there is no substantial evidence to support the claim that the standardized training is related to the performances and outcomes measured in this context.

However, it is also crucial to consider that correlation does not imply causation, and the lack of a significant linear relationship

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does not necessarily mean that the standardized training is ineffective. Other factors could influence these performance domains, including the appropriateness of the training program for the specific cohort, the athletes' individual characteristics, adherence levels, or the sensitivity of the measures used to detect changes.

4. CONCLUSION AND RECOMMENDATIONS

Based on the data collected, the researcher concluded that:

1. Significant correlations between standardized training programs (PFT, Health and Wellness, and Physical Literacy) and students' well-being were found through statistical analysis. including social connection, lifestyle habits, time management, resilience, coping skills, and energy level. Consequently, the null hypothesis was rejected. These results suggest that a learner's engagement in a standardized training program depends critically on their well-being.
2. There is no significant relationship between the standardized training program—focusing on Physical Literacy, PFT, and Health and Wellness—and athletes' performance. Therefore, the hypothesis that this training program did not significantly affect athletes' well-being was accepted. It is possible that standardized program's length or level of intensity was inadequate, or that it lacked customization to meet the specific requirements in identifying athletes. There was a chance that additional factors like nutrition or extra training outside of the program could have been more important.

Given the study's conclusions, the following recommendations are made for PE teachers/Coaches to enhance the effectiveness of the standardized training program and further benefit student-athletes:

1. Implement additional or revised training modules specifically aimed at improving athletes' practical performance levels, considering the lack of significant relationship found between the current program and practical performance outcomes.
2. Continue emphasizing aspects that received high ratings—Physical Literacy, Health and Wellness, Social Connection, Time Management, Resilience and Coping Skills, and Energy Level—by incorporating more integrated activities that align with these well-being dimensions to reinforce their positive outcomes.
3. Utilize the insights gained from the p-value and statistical significance findings to make data-driven adjustments in the standardized training program, ensuring that modifications are targeted to areas that will most effectively improve both the athletes' well-being and performance capabilities.

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